DOCUMENT RESUME

ED 187 233 HE 012 699

TITLE Cooperative Programs with Business and Community. Forum, Volume II, Number 7, May 1980.
INSTITUTION Association of American Colleges, Washington, D.C.
PUB DATE May 80
NOTE 15p.
AVAILABLE FROM FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Students; Agricultural Education; Allied Health Occupations Education; Apprenticeships; Associate Degrees; Bachelors Degrees; Business Education; College Credits; Community Colleges; *Cooperative Programs; Educational History; Electronics; Employed Women; Engineering Education; *Extension Education; Farm Management; Higher Education; Hospitals; Human Services; Industry; Masters Programs; Noncredit Courses; *Nontraditional Education; Outreach Programs; *School Business Relationship; *School Community Relationship; Unions
IDENTIFIERS Community College of Allegheny County PA; Lincoln University PA; Oregon State University; Pace University NY; Park College MO; Portland Community College OR; Ramapo College NJ; University of Portland OR; Valencia Community College FL

ABSTRACT

Degree programs for adults that are offered by colleges and universities jointly with noneducational organizations, such as businesses, unions, hospitals, local governments, and community organizations are considered. An article by Murray Frank traces the history of the concept of community service by colleges, describes the experiences of the University of Massachusetts in reaching out to the people of Boston, and draws some generalizations on the advantages and pitfalls in creating such programs. Additionally, the following institutional programs are described: Park College-Farmland Training Center Degree Program; Lincoln University-Eagleville Hospital and Rehabilitation Center performance-based masters degree program; Ramapo College's Labor Program; the Tektronix Education Program of the University of Portland, Portland Community College, Oregon State University, and the Oregon Graduate Center; Valencia Community College's Open Campus; Pace University's Associate in Arts Degree Program; and Community College of Allegheny County's Apprenticeship Programs. Additional programs and resources are briefly described. (SW)

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The Forum for Liberal Education

forum

ED187233

May, 1980
Volume II Number 7

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Cooperative Programs with Business and Community

Community service has long been a part of the threefold mission of higher education, along with teaching and research. In recent years, however, colleges and universities have moved from providing service to the community to direct involvement with the community as equal partners. This issue of The Forum for Liberal Education *examines one aspect of such involvement: degree programs for adults that are offered by colleges and universities jointly with non-educational organizations, such as businesses, unions, hospitals, local governments, and community organizations.*

The programs featured in this issue suggest the wide range of cooperative agreements that have been developed to serve many different student populations. They range from mental health workers and drug abuse counselors who need professional credentials for advancement, to students seeking a broad general education as well as specialized skills leading to journeyman's papers in the construction trades. Other programs assist working class women, farmers, and Native Americans through curricula designed to meet their specific interests. In some cases, the university saw a need and created a program to meet it; in others, the business or union began a program and sought out a higher education institution as a joint sponsor. In all cases, however, the community, business, or workers organizations are equal partners with the schools in providing credit courses and degrees for adults, many of them from groups not previously well served by higher education.

In his essay, Murray Frank traces the history of the concept of community service by colleges and universities, describes the experiences of the University of Massachusetts in reaching out to the people of Boston, and draws some generalizations on the advantages and pitfalls in creating such programs. The issue also contains a list of additional institutional programs and a set of other resources for those persons interested in pursuing further the idea of cooperative degree programs with business and community groups.

University and Community

by Murray Frank
Dean, College of Public and Community Service
University of Massachusetts Boston Campus

In the second half of the nineteenth century, Congress enacted two pieces of legislation that helped provide a framework for increased interaction between higher education and the community. The Morrill Act, passed in 1862, created the land grant colleges in order to establish a formal training role for higher education in rural environs. The Bankhead-Jones Act of 1935 gave agricultural colleges additional resources to conduct applied research and to engage in

extension work. These proved to be important first steps in moving institutions of higher education toward more direct involvement with, and service to, the local community.

For almost a century after the creation of the first land grant institutions, their involvement and service was concentrated primarily on the development of agriculture. The phenomenal growth of American agricultural production can be explained in large part by the close relationship between the land grant colleges and universities on the one hand, and the farming community on the other. Agricultural colleges provided education and technical training for future farmers; agricultural experiment stations developed new varieties of plants and animals; and the agricultural extension service, with county agents in every farming district, brought advice and technical assistance to the local level.

In recent years, the "social contract" between higher education and the community has expanded far beyond agricultural concerns. The degree of accountability and the nature of interaction vary widely, but most colleges and universities recognize some obligation to serve their communities.

The nature of this service falls into two broad categories. The first of these is *access*: a growing recognition of American colleges and universities that they have an obligation to provide an education to a much more heterogeneous array of students than has traditionally been the case. Beginning in the mid-sixties, most institutions began a determined effort to broaden the nature of their student body, first in terms of ethnic as well as socio-economic background, and later in terms of age. In comparison with the educational systems in most other countries, the American colleges and universities serve a much broader cross section of the population. Attention to the needs of the adult learner has also increased markedly, although in this regard we can still learn much from our colleagues in other countries.

The second broad category of service to the community is that of *technical assistance*. The tri-partite model of the agricultural college's involvement in the community —education, experimentation, and extension—is increasingly being applied in other fields as well. Individuals and groups within the university are working more directly with public and private agencies, community groups, and local enterprises to provide expertise and assistance.

My institution, the University of Massachusetts, is one of many making multiple efforts to create bridges with the surrounding community. I have chosen to focus, as a case study, on a particular unit within the university because it exemplifies how much can be done and highlights the issues and difficulties which need to be faced.

In 1973, the University's Board of Trustees created an experimental urban undergraduate college designed for adult learners interested in issues of public and community concern. In the tradition of earlier land grant colleges, the College of Public and Community Service (CPCS) was organized in the center of Boston where it could be most effective in reaching the neighboring people. Training and direct service programs were made available during the day and night in response to the diverse needs of people in the Boston area.

At the heart of CPCS are several institutional mechanisms aimed at enhancing participation and interaction between the community and the college. Most of these interactive mechanisms, while still evolving, are designed to work in collaboration with one another not in isolation.

The initial effort concentrated on establishing *an internal mechanism sensitive to the educational experiences and needs of predominantly low income, urban adult and minority populations*. The college carefully examined its institutional structure, curriculum, and procedures regarding access to its resources. As a result of its study, CPCS implemented an admissions policy that recognizes life experiences of adults, assesses these experiences, and grants credit when students have proven their competence in certain areas. The effects of this policy were considerable. First, this mechanism established an important dialogue with the community, since it focused primarily on the key issues of access and credentials. Second, the teaching focus became more learner and community centered, thereby forcing faculty to re-examine such traditional education measures as grades, terms, and fieldwork. Most importantly, it provided a better educational match between learner needs and institutional capabilities.

In addition to meeting individual needs, developing greater trust, and providing tangible benefits for the adult populations of Boston, CPCS also began to meet broader community needs by expanding its working relationship with other institutions. As the program gained recognition through its work with the adult students (average age is 35 years), public institutions and community groups gained new trust in the university. In turn, CPCS became more aggressive in seeking new partnerships in the public arena. This new approach resulted in the development of a second mechanism: *the decentralization of educational resources into city agencies and neighborhoods*.

On one level, the college began to offer courses taught by staff from organizations in the community. Arrangements were made with employers to give students released time to attend accredited courses on-site. Shortly after, another type of partnership also developed. One of the Boston high schools which was involved in court ordered desegregation efforts invited the college to train paraprofessionals with programs in the teaching, security, and service functions of the school. This decentralized program was so successful that the school's headmaster, an organized parents group, and the Boston Schools Superintendent—three groups that historically have agreed on very little—requested further training programs.

Both of these mechanisms instituted by the College of Public and Community Service—sensitivity to adult needs and decentralization of resources—have been successful in moving the university closer to the community. They have also raised a number of new concerns and problems, some predictable and others unanticipated.

The internal mechanism first mentioned produced multiple conflicts for faculty. Many simply were not prepared to meet the additional demands required to work more directly with the outside community. Student admissions and orientations could no longer be taken for granted; faculty had to become more involved in the process to understand and develop new courses for these older and more diverse students. This new mechanism also created a ripple effect on the type of research the faculty needed to consider. Issues of community service, multi-culturalism, and neighborhood-based systems suddenly became more important to explore than traditional research topics. Such conflicts, as well as other administrative and organizational changes, altered time patterns, necessitated new teaching methodol-

ogies, and forced staff to make numerous value decisions. In turn, all of this placed a new set of demands on the central university structure regarding issues of tenure, performance, staff roles, and promotion.

Apart from these new internal demands, the decision to pursue a mechanism emphasizing the decentralization of education resources also created new tensions for staff and the university. On one hand, the institution's ability to respond quickly and efficiently was limited by standard bureaucratic delays: the reassignment of staff, allocation of materials, and traditional attachments to such arbitrary concepts as semesters and appropriate classroom settings.

On the other hand, there were also problems from moving too quickly in the community setting. The complexities of city and neighborhood politics, with the added problems of school desegregation, made it difficult to build clear alliances with individual community groups. There were fine lines to walk when working with groups that historically did not trust one another, yet to keep too great a distance would prove to be alienating and would force CPCS back into the old methods of operating.

Despite the difficulties enumerated above, these decentralized instructional activities have created additional demands and opportunities for a new dimension of involvement in, and service to, the community. In the examples cited, CPCS resources were deployed for the purpose of training employees of community agencies. More recently, the college has launched its Community Service Program which "lends" faculty and students to under-financed neighborhood groups in need of technical assistance and qualified manpower. This effort provides educational opportunities for our students while it supports and strengthens neighborhood institutions.

Working with community groups within the institution or in neighborhood settings creates new demands and requires new energies and approaches. New barriers and questions lie just ahead of any mechanisms that seriously address such issues as access to credentials and resources, public service, research, two-way exchanges, dialogue, conflicts of responsibility, authority and autonomy, and understanding of community dynamics.

Still, more than 100 years after the initial legislative push toward new partnerships and interactions between institutions of higher education and the communities that simultaneously depend upon them and support them, it is essential that we continue to explore the relationship between the two parties. We must search for a balance that satisfies the needs of the university to remain an active and independent institution within the community, while remaining accountable to, and directly supportive of, the most pressing concerns of the community.

The task is a challenging one, but no one expected it to be less.

Park College

Park College-Farmland Training Center Degree Program

Park College, a small liberal arts college in Missouri, offers a variety of educational opportunities to working adults through its School of Community Education. Together with a wholesale farm cooperative, Farmland Industries, Inc., the college has designed a program of studies leading to associate or bachelor of science degrees in management for employees of both Farmland Industries and its 2400 member cooperatives located throughout the midwest. Combining liberal arts studies with management training, the curriculum helps students gain knowledge and skills necessary to assume active and responsible positions in their cooperatives as well as in society.

The degree program represents the continuing effort of Farmland Industries to provide educational services to cooperative employees. Since 1961 it has offered training in management, marketing, and other technical subjects related to coop activities through the Farmland Training Center in Kansas City. Although most employees attending special classes at the training center have had some previous college education, many have felt a need to continue or complete their education, enhancing career opportunities with the broad knowledge and training that accompanies a liberal arts degree. In 1977, Park College School of Community Education, in keeping with its goal to provide quality instruction to adults through non-traditional means, agreed to review the Farmland Training Center management courses to determine which were comparable to its own and therefore applicable toward a degree in management from the college. At the same time Park College faculty advised Farmland staff on types of tests, papers, and projects that would be required of students participating in a degree program. Thus, any employee enrolled in one of the designated Farmland courses may, upon successful completion of the required work, apply earned credits toward a degree from Park College.

The flexible program permits students to adapt their studies to individual career and educational objectives as well as to geographic restrictions and work schedules. Management training courses, taught by either Farmland Training Center instructors or a team of Farmland instructors and Park faculty, are taken at the training center, which provides classroom facilities and housing accommodations for the students. While most of these courses consist of five days of intensive instruction, much of the work is done away from the center. Students prepare for the sessions by completing assigned readings; once they leave, they spend additional time working on papers, projects, or take-home examinations. Students may take liberal arts courses and electives at Park College; those who live and work outside the Kansas City area may complete these requirements at accredited colleges and universities in their own areas, by correspondence, or by working independently under the supervision of Park College faculty.

For the associate degree, students complete a core curriculum of 21 credits in the major field. The seven courses deal with a wide range of topics relating to management. For example, two courses, Accounting and Organizational Behavior, focus on the study and application of basic accounting principles in business and on the structure and functions of business organizations in general. Such courses as Introduction to Agribusiness and Agricultural Economics deal with fundamental concepts of management in agricultural business and current issues in agricultural economics. Finally, Orientation in Agricultural Mechanization, Applied Animal Nutrition, and Chemicals, Fertilizers, and Soil Science give students scientific and technical knowledge necessary for efficient management of agricultural related businesses.

The liberal studies component of the degree requirement includes six credits in English composition, six credits in

mathematics and natural sciences, and nine credits in humanities. An additional 18 credits of electives must be completed for a total of 60 credits. Students may choose electives from such Farmland Industries management courses as Improving Management Skills, Cooperative Management, and Grain Accounting, or they may choose from among Park's courses in humanities, natural science, social science, and mathematics. Suggested areas include literature, art, philosophy, history, chemistry, computer technology, calculus, political science, and psychology.

The bachelor of science degree has similar distribution requirements; in this program, however, students complete more courses in each area for a total of 120 credits. Such additional courses as Sales Management, Financial Management, Personnel Management, Grain Marketing, and World Agricultural Resources give a broader and deeper understanding not only of business management and marketing but also of social and political issues relating to agricultural production and management. Other requirements for the degree include six credits of English composition, 15 credits each of humanities and mathematics or natural science, and 30 credits of electives.

The program emphasizes academic advising both at the time of entrance and throughout the course of study. Most students have previous educational and managerial experience; upon enrolling in the program they work with Farmland staff and Park College faculty advisers to determine the amount of academic credit they may receive based on their experience. Sources of credit include previous work done in accredited colleges and universities, military service or any special training received while serving in the military, previous courses taken at Farmland Training Center, and work experience. Students may also receive credit for life experience through CLEP tests. Once this initial evaluation is completed, they plan their curricula with the help of advisers who inform students of available courses at the training center, Park College, and nearby colleges and universities. In all, the advising system serves the goals that underlie both the program and the school: to provide quality and continuous education to working adults, thereby helping to enhance their personal and career objectives.

By working together to design a program of studies combining liberal education with training in management and agricultural related areas, Park College and Farmland Industries are able to furnish students with a solid educational experience. From the Park College-Farmland Training Center Degree Program, they gain expertise in management as well as develop the values, critical insight, and communicative skills necessary for participating in business today.

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Lincoln University
Lincoln-Eagleville Masters Program

In cooperation with human services agencies located in Pennsylvania, Delaware, New York, and New Jersey, Lincoln University and Eagleville Hospital and Rehabilitation Center have developed a performance based masters degree program designed for adults who work in such areas as counseling, therapy, and community service. Emphasizing the interaction of theory and practice, the two year program increases students' competencies by helping them gain knowledge, skills, and attitudes essential for professional careers in human services.

The program originated from an effort to address a series of problems relating to competence in the delivery of human services. Human services personnel had always been classified on the basis of their educational experiences: professionals were those who had earned advanced academic degrees, while paraprofessionals were those with little or no academic background who had gained practical experience by beginning as volunteers or clerical workers and then moved into positions in administration or service delivery. This dichotomy often resulted in disparities in status and salaries and the question soon arose as to what constituted sufficient professional preparation—academic experience, on the job training, or a combination of both. Many paraprofessionals felt that an advanced degree was either unnecessary, time consuming, or too costly. Others wanting to enroll in a program found that an undergraduate curriculum did not provide sufficient preparation to ensure professional status; in many cases their skills and experience surpassed the level of a bachelor's degree program. However, most graduate programs would not admit students lacking traditional academic credentials. These circumstances led Eagleville Hospital staff to attempt to develop a program that would be adaptable to the needs of working adults and would give them necessary professional preparation.

In 1974 hospital staff began to investigate ways of achieving this goal. Some staff members took a series of five courses offered by a nearby community college and taught on hospital grounds. Others enrolled in external degree programs, getting college credits from previous experience and from courses taken at area schools. But neither of these methods seemed appropriate to students who needed an advanced, performance based degree program and therefore the hospital set out to find a school willing to establish such a program. At the same time, faculty and administrators from Lincoln University heard about Eagleville's search and agreed to work with the hospital to develop the program.

Because they were addressing a need felt throughout the entire field, Eagleville invited participation in the planning process of a variety of human services agencies representing not only drug and alcohol abuse treatment but also the mental health care and criminal justice fields. Together with the Eagleville staff and university faculty and administrators, agency personnel helped to plan a program modeled upon the competency based education curriculum at the College for Human Services in New York City. Throughout 1976 they developed the project, discussing objectives, curriculum, administration, admissions standards, evaluation procedures, and funding. This last area proved somewhat difficult to resolve because many educational resources were hesitant to fund what they thought

was a drug abuse training program, while drug abuse resources were unwilling to provide funds for what they thought was solely an academic program. Finally Eagleville received a three year grant from the Fund for the Improvement of Postsecondary Education to implement the project; 52 students enrolled in January, 1977.

The program is open to full time human services employees who have at least three years of work experience or a bachelors degree and one year's experience. Courses are taught primarily by Lincoln University faculty; adjunct faculty from both other universities and human services agencies teach on a part time basis, contributing their knowledge and skills in specialized areas. In addition, agency staff members, called preceptors, work closely with students, reviewing and assessing their performance and progress in the program. Through constant contact with students and faculty in seminars and small group discussions, these preceptors provide a link between classroom and work experiences.

The curriculum is structured around seven different competencies or areas of concentration considered generic to the field. These are:

I. To assume responsibility for lifelong learning
II. To function as a group leader and group member
III. To function as a teacher
IV. To function as a counselor
V. To function as a community liaison
VI. To function as a manager
VII. To act as a change agent

Students must become proficient in all seven areas to complete the program. At Saturday seminars they explore these topics, examining each from four different perspectives: values, self and others, systems, and skills. In Competency VI, for example, to function as a manager, students consider such issues as professionalism, organizational dynamics, management systems, and supervisory skills necessary for managing human service agencies or community groups. For all of the competencies each student must design and implement an individual Constructive Action, a project demonstrating the ability to perform a particular skill on the job. For instance, for Competency V, functioning as a community liaison, a student may act as an intermediary for the agency and a community group, helping to establish a service goal and working toward its achievement. Each Constructive Action includes a detailed description and analysis of the processes involved in performing the task; faculty and preceptors review it on the basis of the student's understanding of a problem and the appropriate and systematic application of theory and methods to resolve it.

In weekly Field Focus Groups, composed of approximately 10 students and led by a faculty member, discussions focus on the competency from a fifth perspective—integration. In these sessions students consider the relationships between classroom and agency work. They are required to maintain a log of important work-related interactions or incidents which they describe in detail, analyzing them in terms of the five perspectives. Later, in the Field Focus Groups students discuss these incidents first within the group and then individually with the instructor.

Grades for the program are determined on the basis of students' participation in seminar discussions, the Constructive Action, and their logs. In all three assessments, faculty, Field Focus instructors, and preceptors evaluate the students' abilities to synthesize theoretical issues with actual performance.

The program has expanded considerably since it began. Enrollment has increased from the original 52 students in 1977 to 95 students entering in January, 1979. Participants come from over 100 agencies representing a wide range of areas: drug and alcohol abuse, mental health, community action, children's and youth services, services for the elderly, criminal justice, welfare services, and education. In addition to the initial funding from FIPSE, support from the National Institute on Drug Abuse has helped to develop the program further. The Pennsylvania Commonwealth System of Higher Education is now incorporating it into the Lincoln University budget and the state will provide future funds.

Although there have been minor problems, largely resulting from the fact that the program is so new, overall response to it has been very positive. Faculty, administrators, and agency staff have continued to work together to examine competency objectives, assignments, and evaluation procedures to make sure that they meet the needs of the students. For example, one problem occurred early in the program because students entering with varying levels of experience had different academic and practical needs and often lacked a clear idea of expected outcomes. Now, to complete the first two competencies, students must prepare a portfolio, a collection of documents, work samples, correspondence, and biographical information; this portfolio helps students and faculty in assessing prior experience, in identifying individual objectives, and in planning and choosing an appropriate course of study. Most important, however, are the effects of the program on students' work performance. Agencies report that those participating in the program show improved attitudes toward their work and have a better understanding of how human services systems as a whole function on behalf of the clients. Finally, these students now have a store of knowledge and skills upon which they can draw to make them more efficient and competent human services personnel.

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Ramapo College
Labor Program

Ramapo College is a four-year, state supported college of liberal arts, sciences, and professional studies in Mahwah, New Jersey. The Labor Program, scheduled to begin in September, 1980, provides an off-campus degree specifically designed for union members who want to work and also attend college full time. Sponsored by the Bergen Central

Trades and Labor Council and the Passaic AFL-CIO Central Labor Union, the degree forms an integral part of the Ramapo College Labor Studies/Labor Education program which offers both credit and non-credit courses. Registered students will complete 120 credits in five years to satisfy college requirements for a bachelor of arts degree in Metropolitan and Community Studies with a concentration in Labor Studies. The Fund for the Improvement of Postsecondary Education recently provided money to help the College initiate the program and to underwrite some of the planning and development costs.

Both structure and content of the curriculum are designed for union members whose work and life experiences are drawn upon and reflected in the course content. Each academic year is divided into four, eight-week modules consisting of three elements: in-class instruction, supporting audio cassette tapes, and a Saturday conference. Students attend class one evening a week for four hours, listen at their convenience to a series of one-half hour prepared tape cassettes, for a total of two and one half hours per week, and attend one eight-hour Saturday conference on the college campus every two months. Students earn a total of six academic credits for each module, or 24 credits per academic year.

The curriculum for the first three years is organized to complete general education requirements. During the first year, students begin with a two-part module which introduces them to basic academic skills: Translating Experience Through Writing; and Experience, Learning, and Identity. Economics, history, and science are reflected in the other three modules, including Introduction to Economic Policy, U.S. Industrial and Labor History, and Introduction to Environmental Science. The second year begins with a module that focuses on reading comprehension and library skills. Three other courses cover sociology, the arts, and science: Immigration and the Development of the Workforce, History of Music, and Introduction to Life Science. In the third year, students concentrate on math skills (including basic statistics), political science, literature, and science: Developmental Skills in Mathematics, Contemporary Labor and Social Policy, The Industrial Novel, and History of Technology.

During the remaining two years of the program students specialize in labor studies. The time frames of each module vary because most of the courses depend on fieldwork and independent study and research. Modules are entitled Labor Economics, Theories of the Labor Movement, Labor Law, Women and Work, Unions and Collective Bargaining, Conflict and Conflict Resolution, and Labor Policy I and II.

The college administers a special program of educational counseling and academic tutoring for students in labor studies. This program assists students with course work by providing tutors and basic academic skill instruction which give students the confidence and ability to handle unfamiliar material. The program managers also work to ensure clear instruction and to support teachers by planning faculty development seminars on the needs of working adults and union members.

The Joint Union and College Policy Committee is the cooperative focus of the program. Decisions which significantly influence recruitment, admissions, curriculum, resource allocations, and administration are being made by both college and union people. Union members on the committee represent six unions, including the Pipefitters, United Auto Workers, International Ladies Garment Workers, United Food and Commercial Workers, Communication Workers, and the Carpenters. Program support staff composed of union and college people are integrated at each level of program development through the functions of the policy committee. Once underway, a student government or association will be created with a representative serving on the policy committee. The unions also support the program's goals by identifying union members' educational needs and by providing financial support. Some unions, for example, have negotiated tuition remission benefits in their contracts while others have general education or scholarship funds that can be applied to this program.

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The University of Portland, Portland Community College, Oregon State University, and the Oregon Graduate Center

Tektronix Education Program

Tektronix, Inc., a large electronic equipment company based in Beaverton, Oregon, administers the Tektronix Education Program in cooperation with several area colleges. In addition to its in-house, non-degree program which attracts the majority of its students, Tektronix offers six degree programs in conjunction with four schools: Bachelor and Master of Business Administration and a Bachelor of Science in either Electrical or Mechanical Engineering from the University of Portland, an Associate in Management/Supervisory Development degree from Portland Community College, a Master of Science in Electrical Engineering or Computer Science from Oregon State University, and a Master of Science degree in Electronics Science from the Oregon Graduate Center. Over 250 students are presently enrolled in the four-year degree programs with 500 students enrolled in the associate degree in Management/Supervisory Development program at Portland Community College.

With both degree and non-degree programs included, 85 percent of Tektronix's employees have participated in the Tektronix Education Program. Over 200 courses with 33 college-credit classes each year are available at the firm's main plant and at two other company locations. Courses are offered year-round, usually in ten-week terms, with two two-hour sessions each week after working hours. This year Tektronix has over 14,000 people enrolled in classes,

either at company locations or area campuses.

The cooperative degree programs began in 1970-71 when Tektronix needed additional training in technology, business, and engineering. Tektronix employees wanted college credit for in-house courses and for prior work experience; they also felt that continuing education would direct them toward their career goals and keep them up to date with new technology. Tektronix expected that colleges would provide greater knowledge, different viewpoints, and broader perspectives than the in-house instruction could furnish. The company also recognized that the increasing pace of technological development required a continually responsive educational system for the company as a whole to respond creatively to those advances. Tektronix and the University of Portland began cooperating in 1971 with an M.B.A. program. The next year faculty members offered their business courses at the main Tektronix plant, and the concept of cooperative degree programs took root.

Employees taking credit courses receive 100 percent tuition and book payment on directly job-related subjects, and 50 percent refund on others. If the courses are not completed or if a grade lower than "C" is achieved, the student must pay the cost of tuition and books. In addition, all students participating in credit classes must comply with the school policies and procedures regarding admission, registration, withdrawals, grading, and general education requirements.

In order to meet University of Portland requirements for the BSEE program, for example, students must take 17 to 34 semester credits in math and basic science, 34 in engineering science, and 17 in engineering design and analysis. The BBA program, also at the University of Portland, requires 62 semester units in business, 12 in English, 37 in humanities and social science, 6 in math, and 6 in science. The associate degree in Management/Supervisory Development at Portland Community College requires 33 credit hours in management core courses, 39 hours in restricted electives, and 18 hours in general education electives such as language arts, math and science. Tektronix officials support the concept of a well-rounded education because they feel that individual growth is closely connected to company growth and that the search for renewal is essential in keeping abreast of a rapidly changing world.

In its support of broad educational goals, Tektronix policy sets a high priority on communications, interpersonal skills, and abilities in basic mathematics. Among communication skills, Tektronix people see a special need for listening proficiencies, as applied in meetings, presentations, and in management/employee relationships. There is an even greater need for brevity and clarity in writing, especially in the area of technical report writing where good writers are in short supply.

The colleges, facing demographic shifts within the population, benefit greatly from new student groups. The prestige they gain from having strong programs with Oregon's leading high technology employer helps them recruit high school students as well. At Tektronix, colleges may receive contracts to teach new employees or to teach courses based on a recently developed technology. Large, well designed Tektronix facilities provide a kind of second campus where the colleges often send their own students to attend classes; the large laboratory complex at Tektronix saves them from making unnecessary equipment expenditures. Most importantly, however, the program supports the colleges' philosophical commitment to lifelong learning and adult education. In addition, they report that their faculties are stimulated by the exchange of ideas with Tektronix students who tend to be sophisticated, knowledgeable, and motivated.

No overall philosophical problems or conflicts have disturbed the cooperation between the schools and Tektronix. Administrative details, however, have sometimes been difficult to negotiate. The University of Portland, for example, moves an entire clerical staff to Tektronix during registration, carrying files and even setting up a temporary bookstore. Advising can be difficult over distance, so telephone counseling has become a common technique. Portland Community College has been pressed at times with the evaluation and accreditation of the prior learning experiences students have gained either on the job or in Tektronix in-house courses.

Tektronix recognizes that as the state community college system grew during the 1970's, colleges provided curriculum programs over a wider geographical area and became more capable of teaching courses equivalent to the company's traditional in-house courses. As a result of these developments, Tektronix wants to create better college credit programs at its other plant locations and decentralize the intense educational growth at the Beaverton site.

Tektronix also hopes that the colleges will continue to offer courses which will meet the special training needs of employees at other locations because different plants have different educational needs. The colleges in turn know that they must have a program that a particular industry or business will need. Nevertheless, the partnerships must operate on an equal basis, so colleges will maintain the integrity of their curricular programs.

In a broader sense, both Tektronix and the colleges agree that cooperative arrangements are becoming increasingly important and that the Tektronix Educational Program can serve as a partnership model for other companies and colleges. The University of Portland, for example, is already exploring arrangements with other industries. All parties agree that colleges which can respond creatively to rapid changes, not only in technological fields, but also in education as a whole, will find that cooperative partnerships with business and industry provide a valuable and challenging new student body drawn from the American work force.

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Valencia Community College
Open Campus

Valencia Community College has a commitment to serve the educational needs of all citizens of the district. Through the Open Campus, the community-based component of the college, Valencia has established working relationships with a wide variety of organizations, from the Orlando Naval Base, the Department of Health and Rehabilitative Services, and the local sheriff's department to the Martin Marietta Corporation and the local public schools.

In 1979-80 academic year, credit courses, taught by Valencia staff and qualified adjunct faculty, have been offered at ten off-campus facilities. Courses include general liberal arts offerings as well as specific programs requested by the community. At Walt Disney World, for example, students enroll in Psychology of Communications, Principles of Accounting, Plant Pathology, and Technical Communications; at the Martin Marietta Corporation, courses include Economics, Man and Environment, Principles of Management, and American Government. Astronomy and Marine Biology are taught at the John Young Museum, a science-oriented museum and planetarium. To meet the scheduling needs of active military personnel, Valencia offers seven-week courses at the Naval Training Center in six terms around the year. Naval personnel study such subjects as Real Estate Principles, Algebra, Introduction to Business, English, and American Government. In the first two sessions of this academic year, approximately 2,000 students enrolled in credit classes at the ten off-campus centers.

College credit is also available to students through television. In cooperation with WMFE-TV, the local educational station, Valencia offered 13 different television courses this year. Over 500 students earned college credits in this way.

Community cooperation extends to non-credit courses as well. At the request of business, government, and community organizations, the college offers continuing education for health professionals, management training for women employed at an Exxon division, services to the blind, parent education, and a program for displaced homemakers, as well as a range of other services. This year approximately 19,000 students have enrolled in non-credit classes.

Such cooperative programs advance Valencia's mission as a *community* college. Course offerings match the interests of all students in the Orlando area and also meet the needs of businesses, government agencies, and community groups in the area.

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Pace University
Associate in Arts Degree Program

The School of Continuing Education at Pace University offers an associate in arts degree program to individuals employed in clerical positions. Combining liberal arts and business studies, the program provides employees with the education they need to move into management positions within their companies. Although Pace administers and operates the program in cooperation with various businesses and organizations in the New York City area, it originated from a joint effort involving the National Council of Negro Women, Pace University, and participating corporations.

In 1975, NCNW received a three year grant from the Fund for the Improvement of Postsecondary Education to design, implement, and evaluate a two-and-one-half-year associate degree program for minority women needing higher education for advancement in their jobs. NCNW's Women's Center for Education and Career Advancement would assume responsibility for administering the program, as well as for recruiting, screening, enrolling, and advising the students; Pace faculty members would teach the courses. Together with the university and personnel from 35 companies, NCNW set out to develop, promote, and operate the competency-based curriculum, a process requiring a great deal of cooperation among the three groups.

The initial effort to promote the program and recruit students was done on a large scale and involved three months of work. NCNW mailed descriptive brochures to 500 former participants of Women's Center career programs, in addition to approximately 100 local companies, large corporations, financial institutions, and banks. The project staff followed up these mailings with press releases for company circulation, advertisements in local weekly publications, and telephone conversations with personnel managers of various companies. Interested employees first completed necessary application forms and then came to the Women's Center for individual orientations and interviews. These sessions, 20 to 30 minutes in length, provided candidates with a more detailed description of the program and aided NCNW in choosing 35 women to participate in it. The staff made selections on the basis of applicants' previous education and work experience, their desire to learn, their ability to handle any necessary financial arrangements, and their overall commitment to meet the demands of a rigorous afterwork program.

Because the program was fully accredited students were eligible for tuition aid. NCNW worked with the companies

to encourage tuition reimbursement for both job related and liberal arts courses. In many instances the project staff had to advise employers of IRS rulings on reimbursement taxation. In cases where students had to pay tuition or part of the tuition, NCNW counseled them, informing them of possible sources of state and federal education grants, and assisting them with application forms.

NCNW also worked closely with Pace, helping to make adjustments necessary to incorporate the program into the university's administrative structure. In the NCNW/Pace program, each semester was divided into two, 10 week cycles and included one Saturday class. Since the regular university calendar ran on 15 week semesters, special provisions had to be made both for registration, billing, and room assignments, which could not be processed by the central computer, and for classes which met on Saturdays and Pace holidays. Finally, changes were made in instructors' assignments to accommodate additional teaching loads.

Both Pace faculty and administrators and representatives from the business organizations met with NCNW to design a curriculum relating academic content to those competencies necessary for good job performance. Instead of creating new liberal arts and business courses, they attempted to modify existing ones, developing alternative methods of teaching that would be suitable to the needs of the adult learners.

The 60 credit curriculum provided students with a variety of educational experiences aimed at increasing basic communication and quantitative skills, broadening knowledge of fundamental concepts in business and management, and helping them to gain an understanding of contemporary society. Courses were often designed to build upon existing knowledge and skills. For example, in a series of three English courses, students began by developing writing competencies for such business communications as memos and reports; they then continued to strengthen their abilities through readings and compositions based on library research. In the third course, they focused on advanced skills relating to research, report writing, editing, proofreading, and interviewing. In mathematics courses, the women first learned basic concepts necessary for office, sales, and entry level management jobs and then proceeded to study algebra and descriptive statistics, exploring their uses in finance, economics, and management. Business courses introduced students to the functions of business organization, in addition to principles of accounting, marketing, finance, and commercial law. Finally, in liberal arts courses dealing with such areas as recent history of the United States, women and society, literature, and art, the women developed an awareness of major historical, social, and artistic currents in twentieth century urban America.

While the general structure of the program remained the same during the three years of the grant, some changes were made, particularly in areas of administration. These changes often occurred as the program became known and project staff gained more experience in dealing with employers, employees, and university officials. For example, after the initial enrollment campaign, recruitment became simpler; news of the program spread by word of mouth and company personnel staff already familiar with it regularly referred employees who might benefit from enrollment. Toward the end of the grant, NCNW also made changes in the interviewing process; instead of individual orientations and interviews, staff gave group orientations and then conducted brief interviews with each applicant. Finally, Pace and NCNW opened up the program to women and men of all ethnic and racial backgrounds.

One of the most important changes related to the program's academic calendar. By the time the first group of students completed the program, problems resulting from the conflicting calendars had become so great that NCNW found it necessary to adjust the NCNW/Pace schedule. In the new arrangement the program ran for three years, each consisting of 13 week trimesters. The change also eliminated the need to schedule classes on Saturdays and regular Pace holidays.

Although there have been other minor adjustments, the present program under Pace administration follows the same general format. As with all students who enter the university, adults beginning the associate in arts program must take a diagnostic English exam; those needing help complete an additional, intensive writing course. Students remain together as a group for all classes, carrying a minimum of six credits per trimester. To meet the 60 credit requirement, they must also complete five credits of electives at any time during the three years.

To date, overall reaction to the program has been positive. There has been a very high retention rate, largely because students receive a great deal of support from advisers and teachers. Many students go on to complete a bachelor's degree program, either at Pace or other nearby universities. Corporate support has also been very strong, and a number of program graduates have received raises or been promoted to higher positions in their companies. Both NCNW and Pace University feel that they have been successful in providing academic opportunities to those who might otherwise not have access to higher education.

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Community College of Allegheny County
Apprenticeship Programs

The expansion of knowledge, information, and technology in virtually every industry and business has serious implications for the training and retraining of America's work force. The Community College of Allegheny County has found that cooperative apprenticeship programs provide a solid foundation for meeting these challenges. Individuals working in a trade area to learn specific job proficiencies are given a wider range of knowledge and skills through college training. Broader academic preparation increases a worker's flexibility in meeting whatever particular challenges he or she may encounter in a rapidly changing world.

The college is presently involved with two types of apprenticeship programs. The first, developed with the building construction industry and enrolling over 900 students, is coordinated by a joint committee of labor and management. The second, with no organized labor component and 310 students, is set up directly between the individual apprentice and a particular employer. Students in the first type of program earn an apprenticeship certificate and 30 credits toward an associate degree. As a special development in this apprenticeship training, an associate degree program in Building Construction Supervision is designed to combine an apprenticeship certificate and its college credits with an additional 36 hours in a Foreman and Superintendent certificate program. In contrast, students in the second type of apprenticeship receive a certificate and an associate degree at the same time after three years of concentrated academic work. The joint program in building construction has apprenticeships with carpenters, electricians, sheet metal workers, plumbers, fitters, and ironworkers. The non-joint arrangements offer programs in auto body technology, auto mechanics, chemical technology, drafting, motor winding, electro-mechanical technology, machinist technology, and retail baking. Both types of apprenticeships are reviewed and monitored by the Bureau of Apprenticeship and Training, a division of the Pennsylvania Department of Labor, which awards journeyman papers once it receives notification that an individual has completed the requirements of an apprenticeship program.

Beginning in 1973, the apprenticeships were coordinated with the Joint Apprenticeship Committee (JAC), which held total responsibility for identifying apprentices and designing and carrying out their learning experiences. The college, in conjunction with the committee, planned the specific coursework which composed the academic training component of the apprenticeships. Students completed apprenticeships with only 30 college credits in their trades, so they finished their associate degrees by following the curricular requirements of any one of a number of degree programs, including business and general studies. However, the Building Construction Supervision associate degree was specifically designed to address the need for supervisory training and leadership in the construction industry. All involved parties agreed that this degree was needed because the traditional industry method, selecting their best journeyman as the foreman, often failed to select the best leaders. This new degree program specifically serves industry needs and gives students good opportunities for advancement. In short, the Building Construction Supervision associate degree combines an apprenticeship certificate (30 credits) with a certificate in Foreman and Superintendent Training (36 additional credits).

The specific curriculum content of the Foreman and Superintendent Training Program includes a number of courses which represent traditional general education requirements. Though the industry questioned the validity of the general education approach at first, students responded favorably to acquiring a broader view of their profession, and employers quickly found that this training did apply to the job situation. A two semester course in Technical English, for example, develops basic written and oral communications. By writing resumes, business letters, reports, job instructions, and other kinds of technical writing, students also learn basic writing skills needed for all types of correspondence. Oral communications deal with listening and verbal roles effective for interviewing, membership meetings, and customer relations. Another course, Psychology of Industrial Supervision, is designed to facilitate manager/employee communication by looking at the psychological and sociological factors involved in any human interaction. Applied Physical Science studies the fundamentals of matter by examining its form and properties in terms of its energy and power, and its changing nature within a changing environment. The first of four courses in Construction Technology provides instruction in basic arithmetic, algebra, and trigonometry, and the first of three courses in Construction Industry Supervision covers human relations, the development of motivation among workers, and the development of leadership through improved communication skills. Students complete their degrees with a course in logic, a non-mathematical approach to methods useful in everyday reasoning. Topics which stress logic in daily life include analysis of statement, valid deductions, conditional arguments, and common fallacies.

The college also offers an optional associate in science degree to journeymen who have completed one of the apprentice training programs. Several career options are available with this degree, so a student may prepare for a small business management position, a teaching position, or another profession through the General Studies option. In addition, the college provides Challenge Apprentice programs by which any building trades journeyman who has completed an apprenticeship is eligible through testing for the college credits presently being given for completion of the college's apprenticeship program. Once he has received the proper credits, he may then apply those credits toward the Associate of Science in Building Supervision degree by enrolling in the Foreman and Superintendent Training Program.

The college began cooperative programs which operate *without* the coordination of a joint committee or organized labor when it established communications directly with companies in areas where apprenticeship arrangements did not already exist. Experimenting at first with projects in which full-time students received a relatively small amount of work orientation, the college began to develop complete apprenticeships in which full-time company employees re-

ceived additional academic training at the college. The original establishment of apprenticeships in machine technology and in auto mechanics led quickly to the development of six more programs. These academically intensive apprenticeships are each done with the participation of between three and twelve or more area companies.

The prerequisites for the program, which carry ten credits, are: the completion of a vo/tech or high school trade specific technology course, and/or completion of Trade Technology Challenge Examination which tests prior experience. Students then earn 17 credits per year in evening and summer courses for the next three years by taking seven credit hours per semester. In addition to the series of eight courses in trade technology, they also take two semesters each of Technical English and Technical Math, earn two credits in Trade Seminar, and complete courses in Applied Physical Science, Introduction to Industrial Supervision, Psychology of Industrial Supervision, and Humanities. They ultimately qualify for both an associate degree in a specific trade area and a journeyman's certificate from the state.

Based on its program experience, the college has designed a three stage model for the process of establishing non-joint apprenticeship programs: the conceptual phase, the formal needs assessment, and the implementation phase. The conceptual phase identifies a possible program idea, then designs a potential curriculum, and measures possible interest among prospective students. If the college can contribute to both the industry and the potential apprentice with such a program, the second major stage, formal needs assessment, determines the specific number of job slots that will be available in the particular service area. This is a crucial stage, for students must first be placed on the job as registered apprentices before the program becomes workable. This assessment is accomplished by examining the area's employment situation, by contacting all potential employing companies in the region to measure present and future employment needs, and finally by identifying the number of interested individuals with specific hands-on training in that trade area.

In the third major phase, implementation, the college must not only interest students but also must accomplish the more difficult job of recruiting employers who will hire apprentices as full time employees. Some previous work experience is essential so that the students will be genuinely useful to the employer. For example, when the college initiated the employer recruiting process for the machinist program, the school called employers and told them that certain individuals with two years of machine shop training at area vocational/technical high schools were interested in full-time employment. The college stressed that the applicants were familiar with basic operations of machines and with shop safety, were personally committed to becoming machinists, and were making a commitment to attend night school for the next three years in order to complete all necessary related training to earn their journeyman papers. This procedure identified 120 positions in the first two years that were filled by apprentices in the machine technology program.

An apprenticeship program has several advantages for community colleges. Operating costs, for example, may be substantially reduced because the schools do not need to provide the capital equipment for laboratory training. In addition, colleges can employ part-time faculty members, many of whom come from the industry itself. Programs without a heavy investment in physical plant and full-time faculty gain flexibility and can be easily adjusted as the demand changes. In a larger sense, the apprenticeship program provides an opportunity to participate with area vocational/technical schools and other training institutions within the community. The most important advantages of this program, however, are the benefits to students. Graduates are automatically placed at the top of the wage scale, earn an income while they take courses, gain three years of work experience, and receive both an associate degree and journeyman papers.

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Additional Programs

Bacone College, Muskogee, OK 74401

Nursing Program—Combining liberal arts studies with nursing courses and laboratory work in area hospitals and health-related institutions, the nursing curriculum at Bacone College prepares students to become fully qualified registered nurses. The program requires a minimum of two years of study and includes one summer session. In addition to taking courses in English composition, religion, history, social sciences, and natural sciences students must complete 32 credits in nursing divided among three courses: Fundamentals of Nursing, Physical-Mental Illness, and Maternal-Child Health Nursing. In these courses, classroom work supplemented by laboratory practice in Muskogee General Hospital, Veterans Administration Hospital, nursing homes, and other community agencies provide experience in all phases of nursing. Upon completing the program, students receive an Associate in Arts in Nursing Degree and are eligible to take a licensing examination given by the Oklahoma Board of Nurse Registration and Nursing Education.
Dean Chavers, President

College for Human Services, New York, NY 10014

Performance Based Professional Training—Combining theory and practice, the performance based curriculum of the College for Human Services provides an opportunitiy for students to develop skills necessary for effective delivery of human services. Classroom study is of a philosophical nature; discussions cover a variety of topics relating to different areas of human services: the ability to set purposes; an awareness of oneself and others; a knowledge of the systems which affect our lives; and the ability to use skills in various situations which arise. By working in human services agencies students are able to apply these theories and enhance their performance in providing the services. This competency based curriculum has been used as a model in professional education programs in a variety of institutions of higher education.
Audrey C. Cohen, Director

Dundalk Community College, Dundalk, MD 21222

Retail Floristry—This two semester certificate program, developed in cooperation with the Allied Florists Association of Greater Baltimore, prepares students for professions in retail floristry. The curriculum deals with various aspects of the industry, including management, sales, design, and plant care. Introduction to Floristry provides students with a survey of such business operations as personnel management, marketing, display, delivery service, and accounting; both Basic Business and Personal Selling extend this knowledge, the first, through a study of fundamental concepts of economics, finance, management, and marketing, and the second, through an examination of the principles, methods, and objectives of selling from a number of perspectives. In Floral Design I and II, students learn the use of basic tools and instruments to develop skills in designing and constructing floral arrangements for a variety of situations, while in Plant Culture and Treatment they learn to identify and care for plants grown and sold by retail florists. Finally, all students participate in internships by working in florist establishments to gain experience from a series of exercises developed by faculty and florists.
Bob Brown, A.A.F. Floristry Curriculum Coordinator

Empire State College–SUNY, New York, NY 10036

Electrical Apprentice-Associate Degree Program—Students enrolled in a program sponsored by the Center for Labor Studies and the Electrical Industry Joint Apprentice Committee receive college credit both for training as electrical apprentices and for attending classes focusing on labor studies. The interdisciplinary curriculum examines work, workers, and unions from a number of different perspectives to provide the apprentices with an understanding of their roles as workers within the labor movement and within society in general. Students must complete 64 credits to receive an associate of science degree; up to 32 of these may be earned from on-the-job training and related technical courses. Eight required Labor College courses must also be completed for students to advance in their apprenticeships. Such courses as Introduction to Labor Studies, Principles of Unionism, Effective Communication, and Math and Statistics introduce students to basic concepts of the labor movement and to the structure of the International Brotherhood of Electrical Workers, as well as help them improve communicative and quantitative skills. From electives focusing on various topics, including labor and politics, working life in different cultures, and the portrayal of the working class in the cinema, students gain a broad knowledge of work, workers, and the labor movement.
Richard E. Dwyer, Dean

Hofstra University, Hempstead, NY 11550

Liberal Arts and Worker Education—Hofstra University's five year labor studies program, administered in cooperation with District 65 of the Distributive Workers of America and District Council 37 of the American Federation of State, County, and Municipal Employees, gives working adults an understanding of both the American labor movement and their roles as workers in an industrial society. The curriculum, which leads to a Bachelor of Science degree in Applied Social Science, increases their awareness of labor organizations, thus helping them participate more knowledgeably in activities of trade unions and community and public institutions. Students begin the program by taking 62 credits of general education courses distributed among a number of fields, including math, natural sciences, statistics, humanities, labor studies, and administration. They then proceed to choose one of four possible areas of concentration: Trade Union Administration and Collective Bargaining; Administration and Delivery of Human Services; Community Organization and Urban Problems; and Work Organization and the Quality of Working Life. Of the 16 required credits in the concentration, four are devoted to work-study projects combining course work with practical experience. Finally, students enhance knowledge and skills gained from the program by taking such electives as Spanish, Computer Science, Literature of Urban Society, or Mass Communications (for a more detailed discussion of this program, see the March 1980 issue of *Forum*, "Liberal Education Varieties").
Bertram Silverman, Director, Labor Institute of Applied Social Science

Lutheran Social Mission Society, Philadelphia, PA 19125

Women's College Program—The Lutheran Social Mission Society and the Community College of Philadelphia have developed the Women's College Program which provides associate degrees to residents of an industrial/immigrant community within the city. The curriculum is designed to meet the needs and interests of the students; in such courses as Working Women in History and Women in Literature they develop basic skills and gain an awareness of the role of women in the community. Support services, including academic, financial, and career counseling, tutoring, and childcare, increase student access to higher education opportunities. In all, the program helps the working class women to become stronger resources for the community.
Ellen Tichenor, Director

Oscar Rose Junior College, Midwest City, OK 73110

Southern Communications Technician Training Program—This program allows civilian technicians at Tinker Air Force Base to enhance their career opportunities by helping to increase their knowledge and skills related to engineering. It also helps to prepare them to participate in the design and installation of communication, security, and navigational systems used by the Air Force and the Department of Defense. In addition to paying tuition and the cost of textbooks, the Air Force provides three to four hours of released time daily to students attending classes at the Oscar Rose campus. The curriculum begins with Introduction to Engineering Technology, an orientation course designed to give students an understanding of program objectives. At this time they take a series of mathematical diagnostic tests; students needing additional math preparation for the program may enroll in refresher courses or receive individualized instruction. Other courses include Introduction to Engineering, Applied Technical Mathematics, Physics I for Engineering and Science Majors, and Engineering Mechanics. Studies in these courses focus on fundamental concepts and their application to engineering problems. Students earn a total of 49 credits which they may use toward an associate degree in pre-engineering.
Karl Brandes, Chairman, Engineering/Science Division

Sacred Heart College, Belmont, NC 28012

Management Program—Offered in cooperation with area businesses and corporations, Sacred Heart College's Bachelor of Arts in Management program provides an opportunity for students to gain knowledge and skills necessary for managerial positions in a wide variety of fields. The curriculum includes core courses in liberal studies; concentrations in such areas as marketing, personnel management, public administration and educational administration; management tool courses; and management theory and practice courses. Management tool courses include business law, statistics, accounting, and research

methods for decision making. Theory and practice courses, dealing with such topics as organizational theory, production management, policies, procedures, and systems, illustrate the functions of different organizations. An advisory committee of Belmont area businessmen aids in the planning of the curriculum and gives direction to the program by suggesting ways that it can help prepare students to meet the needs of the business community
Sister Mary Michel Boulus, President

University of Washington, Seattle, WA 98195
Tribal Administration Program—In cooperation with the United Indians of All Tribes Foundation, the Graduate School of Public Affairs has developed a masters degree program in tribal administration. This program is designed for native Americans in Alaska, Idaho, Montana, Oregon, and Washington who are already serving in administrative positions in their tribes and communities. Combining coursework in public administration with direct experiences in dealing with tribal affairs, the program helps students gain knowledge and skills necessary to manage resources effectively and to respond actively to legislation and court decisions affecting all aspects of tribal life.
Eric Wolters, Graduate School of Public Affairs

Washington and Jefferson College, Washington, PA 15301
Management Training Program—Industrial supervisors participating in this program, sponsored in cooperation with the Washington County Manufacturer's Association, complete six courses over a period of two years, applying credits either to associate of arts or bachelor of arts degrees. In addition to two semester long courses, Principles of Management Supervision and Economics for Supervisors, the curriculum includes shorter courses focusing on different aspects of management: Industrial Motivation, Industrial Communications, Industrial Productivity, and Grievances and Contract Administration. Classes taught by the same teacher are offered both in the morning and the evening to accommodate supervisors who work rotating shifts.
Herbert E. Wylen, Dean of the College

West Virginia Institute of Technology, Montgomery, WV 25136
Program for Adult Workers—In cooperation with union locals and other worker associations, The Southern Appalachian Labor School offers labor related courses to working adults living in southern West Virginia. Participants in the program include coal miners, chemical workers, truckers, and railway personnel who have little or no access to higher education. Students work toward baccalaureate degrees through the Regents B.A., with the option of taking certificate courses as well.
John P. David, Director

Resources

Abbott, William L. "College Credits: Trend in Apprenticeships." *Worklife*. September, 1977.
The author describes the efforts of numerous community colleges working with unions to award degrees to apprentices, giving credit for professional training and offering liberal arts courses at accessible locations to complete the degree. Though Abbott applauds the benefits of such programs, he also points out some of the problems that the workers and the colleges encounter.

Apprenticeship Programs at Community Colleges. Washington, D.C.: The Service Center for Community College-Labor Union Cooperation, American Association of Community and Junior Colleges.
The pamphlet is a compilation of the results of a survey conducted by the Service Center for Community College-Labor Union Cooperation. It lists by state over 500 apprenticeship programs in two-year colleges.

Deshler, J. David, et al., *Developing Community Service in the Seventies: New Role for Higher Education*. Los Angeles: UCLA University Press, 1975.
This report on Title I activities in California includes a theoretical discussion of such concepts as continuing education, community service, community development, and public service. An appendix offers separate lists of questions for project directors, administrators, faculty, grants officers, and students interested in initiating community service projects.

Directory of Servicemen's Opportunity Colleges, '79. Washington, D.C.: American Association of State Colleges and Universities, and American Association of Community and Junior Colleges, 46 pp, 1979.
Servicemen's Opportunity Colleges are a network of institutions meeting the educational needs of military service members. The directory provides an annotated list of the institutions, the services and activities offered, and the criteria for their inclusion in the SOC General Registry.

Farmer, James A., Jr., and Knox, Alan B. *Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education*. Urbana, Illinois: University of Illinois, 1977.
This book discusses different ways of developing community service programs with emphasis on possible processes for strengthening and continuing the programs. Theoretical discussion is complemented by a number of concrete case study examples.

Fletcher, Suzanne M., Rue, Robert, and Young, Robert. "Community Education in Community Colleges: Today and Tomorrow." *The Community Services Catalyst*. Spring, 1977.
This analysis of results from a 1976 survey of two year institutions in the United States by the AACJC Center for Community Education contains five major discussion headings: nature of the respondents, nature of the community education offerings, attitudes toward cooperation with other agencies, nature of community education staff, and recommendations for further analysis of the data.

Gollattscheck, James F., Harlacher, Ervin L., Roberts, Eleanor, and Wygal, Benjamin R. *College Leadership for Community Renewal*. San Francisco: Jossey-Bass, 1976.
The authors call for the development of the community renewal college, an institution whose goals are to work cooperatively with the community to help strengthen our society. The discussions include examples of renewal programs in a variety of schools and can be used as a resource by institutions wanting to broaden their community base. The book also contains an extensive bibliography, as well as a bibliographic essay describing materials published on such relevant topics as lifelong learning, non-traditional education, community needs assessment, college-agency cooperation, and competency based education.

Kobrak, Peter. "Defining Effective Community Service in a University Setting." Paper presented at the 1978 convention of the National University Extension Association. 32 pp. ED 157429.*
In this paper the author first discusses the results of a Western Michigan University survey conducted to determine opinions of faculty, administrators, and community groups concerning the role of community services within colleges and universities. He continues by defining community service in terms of university activities which meet the needs and compositions of the universities' constituencies and which help to develop a productive university-community relationship.

Miller, Jerry W., and Mills, Olive, eds. *Credentialing Educational Accomplishment*. Washington, D.C.: American Council on Education, 1978.

A report on a two year study conducted by an ACE Task Force on Educational Credit and Credentials to examine the system of granting credit and credentials in postsecondary education. The book begins with a discussion of the meaning, importance, and function of educational credentials in today's society and continues with a series of working papers used by the Task Force for this study. Finally, it lists recommendations for modifying the present credit granting system to ensure that it meets the needs of students and society in general. Of particular interest are Chapter 5, "Assessing Learning for Credit and Credentials," and Chapter 6, "Competence as a Basis for Credit and Credentialing."

Mohrman, Kathryn, ed. "Community Service." *The Forum for Liberal Education*. Washington, D.C.: Association of American Colleges, May, 1978.

This issue of *Forum* examines one of three traditional functions of higher education institutions—to serve the communities in which they are located. The programs featured serve a wide range of community needs, including the Appalachian Services projects at Alice Lloyd College, consumer education programs at Texas Tech University, and Xavier University's urban community service programs. There is also a list of 20 additional college community outreach programs, as well as a relevant bibliography.

Peart, Edna E. *Characteristics of Cooperative Arrangements between Postsecondary Institutions and Business, Industry, and Labor. Annotated and Selected Bibliography*. Final Report. Washington, D.C. Bureau of Occupational and Adult Education, 1977. ED 151570*

This annotated bibliography provides a review of research and literature on cooperative arrangements between adult students in educational institutions and business, labor, and industrial organizations. The bibliography includes readings on cooperative agreements in general, reading on guidelines for establishing postsecondary cooperative education agreements, a list of actual agreements, resource guides, as well as materials concerning the adult learner and postsecondary education.

*Available from the Educational Resources Information Center (ERIC).

The Forum for Liberal Education

Volume II, No. 6

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at academic advising, educational technology, religious studies, foreign language and area studies, and writing programs. Contributions of program information from *Forum* readers are encouraged.

The *Forum for Liberal Education* is published eight times during the academic year by the Association of American Colleges. The *Forum* is available at a subscription rate of $12 per academic year for persons at AAC member institutions, and $18 for all others. Copies of back issues and rates for multiple subscription orders are available upon request. Please address all correspondence, inquiries, and subscription orders to

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